

SENSE OF PLACE IN MILITARY CHILDREN'S NEW COMMUNITY
AND SCHOOL ENVIRONMENT

By

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Abstract

Relocation, or permanent change of station (PCS) is one of the constants of the military lifestyle. Thus, every two to three years, dependent children of enlisted military are uprooted from a place and forced to call a new place home. The goal of this research project is to provide a resource for teachers who have transient military children in their classroom and help them develop a sense of place in their new community and school environment. Scholarly literature on geographic mobility, stress and coping, education, sense of place, and place attachment as well as existing educational resources for military families inform the scope of this curriculum project. Research reports that having deployed parents as well as relocating have a negative impact on military adolescents' education and social life. However, the resources given for military parents or for teachers getting new military students are limited or difficult to find. This written project, accompanied by a web-based resource, conglomerates ideas from several sources as well as new ideas to help teachers ease military children's transition. Lessons focus on reading, writing, social studies, and art. Key classroom components are also suggested; these include Google annotated map, bulletin board or map in the classroom, bulletin board with photos of the environment/community, guest book for the classroom, and getting to know each other activity. Additionally, curriculum is aligned with Alaska State standards for third through fifth grade.

Keywords: Military children, relocation, geographic mobility, transient, military lifestyle, sense of place, place attachment.

Introduction

Almost two million children in the United States have at least one parent in the military (Department of Defense, 2014). A military family will usually relocate, or PCS, every two or three years and for children from birth to twelve-years-old, that equates to about four to six times during their school years. Relocation for anybody is stressful due to a lot of change. For a child, it is a new beginning, new friends, new school, and a new life. A recent study looked at how military adolescents experience the school transition and showed that the frequent moves and school transitions had a significant “emotional toll” on them and their entire family (Bradshaw, Sudhinaraset, Mmari, & Blum 2010). Some students were not only angry at their parents, but also at the military (Bradshaw et al., 2010). Finkel (2003) noted that “Children who have just entered school for the first time and adolescents appear especially vulnerable to the effects of moving” (p. 1019). The focus of this research project will be students who are 8-12 years of age enrolled in grades three through five.

Additionally, Derr (2002) highlighted how important each part of the development of sense of place was “in what children learn from it, in what benefits they gain, and ultimately the type and extent of connections they will hold for place and nature” (Derr, 2002, p.126). Proshansky et al. (1983) also talked about place identity and how “other people are important in shaping the place-identity of the person” (Proshansky, Fabian, & Kaminoff, 1983, p.60).

The purpose of this curriculum is to provide a supportive resource for teachers to help children: (a) adjust to social and emotional change, and (b) develop a sense of place in their new community and school environment.

Rationale

This web-based curriculum project solves a problem. So many military children move to a different school/environment every day, teachers need to be able to include them and build their sense of place in the new community they move to. It also fills a gap in the research literature. There is a very little research that addresses the problem of sense of place in military children. This project will help fill the gap about military children's sense of place and help them get more familiar with their new community and school environment.

Secondly, my interest for this topic comes from the fact that I live in the military world myself and as a teacher, I have taught military children who moved mid-school year. Military children move more frequently than other children. It is a challenge and I think that there is not enough support for them or for people who want to help them. I do not have children yet, but if I ever have some, I would like for them to feel comfortable moving and arriving in a new class.

Finally, there is an educational significance tied to this project. There are some resources already made for military children, but they are difficult to find and are not combined in one place. There are suggestions of books here and there, but teachers and parents must work hard to find it and even harder to access it. This website will help teachers transition students who have recently relocated to a new community and environment. It will be a combination of multiple resources, classroom components, and lesson plans.

Literature Review and Theoretical Perspective

Research has shown that frequent relocation moves associated with the military have a potential negative impact on children (Barker & Berry, 2009; Simpson & Fowler, 1994; Bradshaw et al., 2010; Lyle, 2006). Barker and Berry (2009) found that a child's behavioral problems increased in relation to the child's age, length of deployment, number of moves, and number of parent stressors experienced (Barker & Berry, 2009). Simpson and Fowler (1994) found that "children who move three or more times are at increased risk for emotional/behavioral and school problems." (Simpson & Fowler, 1994, p. 307). A study from Bradshaw et al. (2010) showed that military youth are most worried about frequent moves and having a parent deployed. School personnel suggested that military families would cope better if they were more aware of resources available to them (Bradshaw et al., 2010). "The data indicated that the most prevalent stressors on the students resulted from tension at home, strains on their relationships with peers, adapting to a new school environment, academic challenges, student/teacher relationships, and becoming involved in extracurricular activities." (Bradshaw et al., 2010, p. 90). A quantitative study of Lyle (2006) showed that children of enlisted service members who had moved more frequently had lower math scores compared to those who had moved less frequently. Also, the negative impact of both parental deployment and relocations were particularly marked among children who were younger, who were in a single-parent family, who had mothers who were service members, and whose parent(s) scored lower on the Armed Forces Qualification Test (AFQT) (Lyle, 2006). However, some research has contradicted that. In a study of Marchant and Medway (1987), the authors found that "frequent relocation was positively associated with higher child and social competence." (Marchant & Medway, 1987, p. 289). In a more recent study, Stites (2016) indicated that parental separation and geographic mobility have some

negative impacts, but there are noted positive perceptions of military dependent students as well, such as their adaptability and worldliness. Geographic mobility negatively impacted academic progress but not socio-emotional development according to the military children's teachers (Stites, 2016). Predominantly, research has shown that relocation has a negative impact on students.

In the same study of Stites (2016), when teachers were asked what types of support were needed for military dependent children, "the majority of responses focused on support; in the school, the home, and with other peers in the same situation. School based supports, specifically what the teachers can and already do in their classrooms, were frequently noted" (Stites, 2016, p.115). Even though many teachers pointed to the importance of supporting military children in the classroom, a lot of their responses were not specific about how, when, and/or why these supports are needed. "Teachers, particularly those in school systems with a large number of military dependents, need proper training in order to develop curriculum and meet the academic and socioemotional needs of these children" (Stites, 2016, p. 116). Horten (2005) noted that even if researchers started a discussion about several issues (parental separation, geographic mobility, socioemotional needs), there is little research to provide schools with the most effective ways to support military children. Stites (2016) suggested future research focused on the education needs of military children, which is what this website/curriculum development project aims to do. That is why the purpose of this website is to help military children develop a sense of place in their new community and school environment. Furthermore, the goal of this project is to make the relocation less of a negative experience in military children's life and try to make the process smoother for them.

In a study from Lijadi and Van Schalkwyk, (2017) they researched a similar experience of mobility with sense of identity among Third Culture Kids (TCKs). In their study, they showed that “inclusion of a country or city as a place called home was very much dependent on how well the TCKs adjusted to the new country and the experiences that they had while living in that country” (Lijadi & Van Schalkwyk, p. 125, 2017). I think it is important to work on this inclusion piece at school because it is a big part of a child’s life. Lijadi and Van Schalkwyk (2017) also found that “the participants faced adjustment difficulties in new schools, in learning new languages, and in trying to enter already established cliques or groups of peers to form new friendships” (p. 125). This emphasizes the reason why I created activities that work on building relationships by getting to know everyone every day in the classroom. The two authors also talk about high mobility lifestyle and how it can affect people subject to this lifestyle:

People who move to different place(s) are exposed to problems of nostalgia, disorientation and alienation. Thus, a high mobility lifestyle might cause these individuals to feel confused about which place to call home, and their sense of belongingness is always questioned, which may further lead to the confusion of their identity. For TCKs who experienced multiple relocations, the home is a constantly changing space heightening the potential for identity confusion. (Lijadi & Van Schalkwyk, p.121, 2017).

In a study from Derr (2002), she looked at children’s sense of place in northern New Mexico where children have an attachment towards a natural environment. Hay (1998), looked at sense of place by age stage of children from Banks Peninsula, New Zealand. Green (2013) looked at young children’s experiences of special places in the home environment among children in a Rocky Mountain community. Avriel-Avni et al. (2010) evaluated the nature of

students' attachment to the place in an isolated desert town. Bergin and Bergin (2009) talked about how attachment is important even in the classroom.

Attachment has at least two functions pertinent to classrooms. (1) Attachment provides feelings of security, so that children can explore freely. While all children seek to feel secure, attachment helps them balance this need with their innate motivation to explore their environment. (2) Attachment forms the basis for socializing children. (Bergin & Bergin, 2009, p. 142).

Even though these authors talk about children with similar experiences or children in a different environment, there is a lack of study on the impact of military life on children's school experiences and sense of place. Most research on sense of place looked at other children or adults, but not military children. Additionally, most research on military children looked at only one age stage of children, and only a few provide support for military students who recently moved to a new place.

The impact of the military life on children's life is huge and understanding how they feel about it is critical to help and support them better. This curriculum project draws from three theoretical frameworks. To help me understand how stressful the military life can be to young children I looked into child developmental theories, specifically into Vygotsky's sociocultural theory (Shute & Slee, 2015). In Vygotsky's view, learning is an inherently social process. Through interacting with others, learning becomes integrated into an individual's understanding of the world (Shute & Slee, 2015). In a study from Osofsky and Chartrand (2013) they said that "young children can experience many intense emotions when their attachment relationships are disrupted" and that "the threat of losing an important relationship may create anxiety, and actual

loss of the relationship may give rise to sorrow.” (p. 63). This is an important thing to remember when we talk about children who move frequently since they often lose important relationships they had with friends or other people at school or even family and community members. Another theory that I looked at in this curriculum project, is the social-emotional developmental theory to understand the building of friendships among ‘school age’ children. Friends and classmates have an important role to play in the military children’s life, especially when they just moved to a new place. Ferrer-Chancy & Fugate (2002) also emphasize how friendship is important in elementary-aged children:

Friends are vital to school-age children’s healthy development. Research has found that children who lack friends can suffer from emotional and mental difficulties later in life. Friendships provide children with more than just fun playmates. Friendships help children develop emotionally and morally. In interacting with friends, children learn many social skills, such as how to communicate, cooperate, and solve problems. They practice controlling their emotions and responding to the emotions of others. They develop the ability to think through and negotiate different situations that arise in their relationships. Having friends even affects children’s school performance. Children tend to have better attitudes about school and learning when they have friends there. In short, children benefit greatly from having friends. (Ferrer-Chancy & Fugate, 2002, p. 1).

Because friends and classmates have an important role to play in the military children’s life, this project also focuses on building empathy for other students who will welcome new military children in their classroom. In their study, Lijadi and Van Schalkwyk (2017) talked about how relationships and friends are also an important part of pre-adolescent and adolescents’ lives when they cite a student in their research article who said:

What I consider home is family and friends . . . Moving has been hard for me, as we moved, we need to make new friends, we left behind good friends, so what I consider home is a lot of friends and family. (Lijadi & Van Schalkwyk, 2017, p. 125).

Lijadi and Van Schalkwyk (2017) note that “as children develop into their adolescence, friends and friendships become important because they provide a social reference point and emotional stability for identity construction” (p. 126).

Finally, I looked at the sense of place theory as well as place identity theory (Proshansky, Fabian, & Kaminoff, 1983). Proshansky et al. (1983) defined place identity as “a sub-structure of the self-identity of the person consisting of, broadly conceived, cognitions about the physical world in which the individual lives” (Proshansky et al., 1983, p. 59). The concept of place and place identity refers to “the sense of origin and some kind of social-emotional connection formed with a particular place over time” (Lijadi & Van Schalkwyk, 2017, p. 127). Avriel-Avni et al. (2010) also noted that social connections are considered to be an important factor in place attachment. As an aspect of place identity, Chawla (1992), Low and Altman (1992) define place attachment as the positive bond and emotional attachment that a person develops towards a place (Chawla, 1992; Low & Altman, 1992). Place attachment has been studied in multiple fields, including mobility. “The examination of place attachment as an emotional bond has shed light on the distress and grief expressed by those who are forced to relocate” (Scannell & Gifford, 2010, p. 1). Place attachment and mobility are often viewed as opposite, and sometimes even mutually exclusive, phenomena. For instance, people who are highly mobile are supposed to experience little or no place attachment and vice versa, but some researchers disagree (Gustafson, 2001). I view them as related depending on the experience that individuals have with specific places. In my curriculum, this is important because these theories relate to military students the most. They

develop a bond and emotional attachment to a place and to the people but then they have to move and develop other attachments to new places regularly. Avriel-Avni et al. (2010) also emphasized that “direct interactions with the surrounding environment, as well as social and environmental activism, are considered to be a very powerful contributor to place attachment” (p. 120).

Furthermore, because the physical world military students live in constantly changes, their place identity will develop differently than a child who has been living in the same place his or her entire life. “Change was the only constant in their lives, and place identity had to be constructed in a different way as they could not establish a sense of belonging and attachment to any one place for long.” (Lijadi & Van Schalkwyk, 2017). Thus, this time may be difficult for the new student and it is crucial that he or she can rely on teachers for help.

Statement of Bias

After reading Lincoln and Guba’s (2011) chapter “Paradigmatic controversies, contradictions and emerging influences,” most of my beliefs are similar to the constructivist paradigm. In Lincoln et al. (2011), the authors describe ontology from a constructivist point of view as:

Knowledge through our lived experiences and through our interactions with other members of society. As such, as researchers, we must participate in the research process with our subjects to ensure we are producing knowledge that is reflective of their reality. (Lincoln et al., 2011, p. 103)

Coming from a different culture I also believe that knowledge comes from our lived experiences and people we interact with. In many cases, I have a different interpretation of the nature of

reality compared to somebody that grew up in a different place in the world. In explaining the constructivist paradigm, Lincoln et al. (2011) acknowledge that people (in this case children) develop and interpret their own realities based on their surroundings and specific situations. They expressed these realities through their thoughts, beliefs, perspectives, and ideas regarding the world. Based on previous research, my website/curriculum was built on what military children need. As a researcher with a constructivist point of view, I understand that my knowledge and lived experiences will be part of my curriculum development project since under the constructivist framework there is a subjective nature of research. My understanding of military children's reality and insights is built from my background and beliefs.

The purpose of this website/curriculum development project is to:

- Provide a supportive resource for teachers to help children adjust to social and emotional change.
- Provide a supportive resource for teachers to help children develop a sense of place in their new community and school environment.

Methods: Project Design and Description

I developed a website because I wanted this resource to be available to everybody who had internet access. I want teachers, educators, or even parents across the world to be able to help children that are struggling with moving to a different place by easing the transition and familiarizing the students with their new environment. Individuals will be able to add comments, including lesson plans or ideas. I was not able to implement some lesson plans or ideas in my own classroom, so I developed this website so I shared my ideas and my website in process with other teachers and educators. Some teachers were my friends or colleagues while others were

supervisors and mentors I worked with in the past. I sent texts, called and shared my website on my Facebook page. The main goal was to share and solicit feedback from teachers while I was in the process of building and creating my materials. Multiple teachers/supervisors sent me feedback by email, texts, and phone calls. The process of seeking feedback for my website before I finalized it helped me make it even better and improve some lesson plans and expand ideas. Some feedback asked me for more clarification which forced me to question myself and remodel some of my lesson plans. Some teachers gave me more ideas to add to my lesson plans, which is why I think it is important to build a thread for comments on the website to continually improve it. Other feedback highlighted the fact that the website was

“Easy to navigate, large print which makes things quick to find” (3rd Grade Teacher, personal communication, November 11, 2017).

Overall, feedback enhanced my website/curriculum development. One advantage of creating a website for ideas and lesson plans is that in the future I can easily add or modify elements.

This website project is a combination of classroom component and lesson plans. The lesson plans developed are appropriate for third grade through fifth grade. I shared ideas/activities that will help a teacher get to know both new and existing students better. The eight lessons enhance learning in different subject areas:

1. Language Art Lesson. A language art activity/lesson called “walking in their shoes.”

This is one of the activities that I think is important. The activity focuses on military children who relocate frequently. Students will explore the challenges of military life and their frequent moves, discuss strategies for coping, and participate in discussions

designed to promote empathy. It will be valuable for any students in the classroom because students who just moved or who are about to move will be able to relate, and other students will be able to understand what the new student went through or is going to go through.

- 2. Reading Lesson.** A reading lesson plan about sharing moving experiences with each other. In this lesson, the teacher wants the students to build empathy with a kid friendly book of a character that has just moved or is in the process of moving. This develops a better understanding of what the new military student went through before arriving to the classroom. The book I chose is *Moving Day* by Ralph Fletcher. This book is mostly appropriate for third through sixth grade because it includes a large age range of students and my interest is mostly in grades three through fifth. This book can also appeal to older kids, as it goes deeper into some of the sadness and angst moving can bring up for adolescents. The story, told in a series of poems, follows 12-year-old Fletch as he comes to terms with his move from Massachusetts to Ohio. Students who have moved may relate to the character's feelings of loss and fear. Each poem brings him closer to the move, and kids can see how his emotions progress in the process. Though the book is sad in parts, it ends with a sense of hope for the new life Fletch is building in his new home.
- 3. Writing Lesson #1.** The first writing lesson is about comparing and contrasting. Students compare and contrast two places by writing. This is a great lesson for students to realize differences and similarities between two places. It is especially helpful for military students because they will realize that the two places they are comparing might not be as different as they thought they would be.

4. **Writing Lesson # 2.** The second writing lesson is a narrative activity about where students currently live. The purpose of this lesson is to enhance students' narrative writing skills in addition to differentiating between where they live and where they call home. They will also be identifying themselves and their homes in this lesson. This lesson's content is important for students to learn because it will get them to think more deeply about concepts they may have been sure about before and it will also give them practice with writing narratives.
5. **Art Lesson.** An art lesson will focus on sharing memories with loved ones. In this lesson plan, students will learn that it is helpful to record the events of their lives and use memories to stay connected with loved ones. Students create a scrapbook to help a family member or a friend that is "away" to learn about what happened since the students moved or what has happened in their daily life. They will be able to share this with someone they love or don't see often. This lesson is beneficial not only for the student who just moved to a new classroom, but also for everybody in the class.
6. **Social Studies Lesson #1.** The first social studies lesson will include the design of a Google annotated map. Students will create an interactive map of where they live, where they come from, or where they are moving. They will be required to have at least ten annotations, including places they like to go to, places that are important in their community, or places they look forward to visiting. Students will include a two to three sentence caption for each location. Students present their final maps in front of the class throughout the year. This lesson can be done throughout the year; a teacher can invite a group of students to present their maps each quarter. Thus, new students coming to the class will be able to hear some presentations and access it on Google Maps at any time.

- 7. Social Studies Lesson #2.** The second social studies lesson is about defining what matters. The purpose of this lesson is to engage students to explore the fundamental questions: What is well-being and happiness? What do we want out of life, both at the individual and community level? This lesson's concept is important for students to learn because it teaches students to really understand the difference between what they need and what they want. This lesson would be used as an introductory lesson before the "map your community" lesson to get the students thinking about major concepts covered in "map your community" and "where we live" lessons. This lesson addresses the essential question in the aspect that the students will be becoming more knowledgeable about what they and their community need to be happy and healthy.
- 8. Social Studies Lesson #3.** The third social studies lesson is about mapping the community. The purpose of this lesson is to help make the students more aware of their community, both around the school and near their new homes. The students will learn to identify issues and/or problems in the community as well as brainstorm solutions on how to solve these problems. This lesson's content is important for students to learn because it teaches them to identify with their community and its problems, as well as how to solve these problems. This lesson also addresses the essential question in the aspect that the students will become knowledgeable about their communities and ways to improve their communities. In the last part of this lesson, students will be asked to think about what they can do to improve their new place. Students will brainstorm a list and find creative and innovative ideas and analyze possibilities to make their place better. Students will create a brochure, a bulletin board, or a movie about the new place for other kids in the school to relate.

Additionally, the curriculum website also highlights various classroom components that can be displayed throughout the school year. Ideas include creating a bulletin board or map in the classroom where students will pin (with different colors of pins) where they are from or where they live. Students who are new to the classroom can put where they just moved from and will be able to see where everybody else has lived. Another bulletin board idea can be created with photos of where the students live with places that are in the community. I also added a guest book idea for the classroom where students use one page to tell a little about themselves and something they look forward to learning in the classroom. The last classroom component is a getting to know each other activity where students gather in a circle every morning and answer one question about themselves. If it is done every day or even once every two days or so, it benefits everybody and students (new or not) can learn more about each other.

I also included a page about Alaska standards as a reference and a page about parent involvement because I think it is important to remind educators how crucial parents can be in the participation of activities in their classroom.

The lesson plans that I included in my website follow, in parts, the model of the book *Understanding by Design* by Jay McTighe and Grant Wiggins (2004). Understanding by design focuses on developing and deepening students' understanding of important ideas using the logic of backward design. The idea is to think about the desired result first, then think of an assessment evidence, and finish with a learning plan. In my lesson planning, I thought about the purpose of my lessons and what I wanted my students to know first, to be able to create an assessment that would match the goal, and finally, I developed a plan or learning activity.

In the following sections, you will find a plan of my website as well as its content. While some of the social studies and writing lessons would benefit the students if they were taught in

order, the lessons do not necessarily need to be taught in a specific order. I understand that each teacher works differently and might want to use these lessons as they wish. Table 1 gives a list of the lesson plans, a suggested time frame, the order teachers might want to teach them in, and the grade level they are appropriate for. The final project is available to all teachers and everyone else if they follow this link: <https://sites.google.com/alaska.edu/workingwithmilitarystudents>

Table 1

List of lesson plans.

Subject	Name of the Lesson	Suggested Time Frame	Grade Level	Suggested Order
Language Arts	Walking in their shoes	Mid-year/February	5	N/A
Reading	Moving day (or book from annotated bibliography)	Whenever a new student comes in your classroom or a student leaves.	3-5	N/A
Writing	Where we live	End of the first semester	4-5	3
Writing	Compare and contrast	Mid-school year	3-5	N/A
Social Studies	Google annotated map	Start at the beginning of the year but students present throughout the year	3-5	N/A
Social Studies	Defining what matters	September/October	4-5	1
Social Studies	Map your community	October/November	4-5	2
Art	Holding on to the memories	January/February	3-4	N/A

Curriculum

Lesson Plans and Ideas for Teachers in Schools with High Transiency Rate

This website is dedicated to educators or parents working with military students or students with a high transiency rate. Here you will find multiple ideas and lesson plans that you can use throughout the year with all of your students.

Alaska Standards

This page includes links to all the Alaska State standards as well as the link to the Alaska standards website.

Parent Involvement

The guest book, the map of our community, scrapbooks, and many more activities/project will be accessible to parents upon entering the classroom, so they get a feeling of the personality of the classroom into which their child is moving. Don't forget that you need all the help you can get from parents at home or in your classroom! Parents can come participate in the mapping activity or help their child at home with Google Map, or even with their scrapbook. You get the idea, parents can be part of any project that you allow them to be part of in your classroom. Remember that having parents in your classroom is always a plus, especially when you are working on computers!

Classroom Components

Google annotated map. Have students create and annotate actual maps using My Maps from Google! Maps will show students where locations are in relationship to other places. Have students log into their Google account and then search for “My Maps”. From there, they can start their own maps. Students can create and add stylized markers to place on the map, write descriptions of the locations, add photographs and video, and share their maps with others.

Custom Google Maps can be shared by copying a simple web link or embedding the map in a class website. Students coming in or out of your classroom will benefit from this. You could make the map an ongoing project throughout your entire year. Students can locate the place they are from and create descriptions and annotations of what they like to do there. New students coming in can share a map of where they came from and students leaving can share a map of where they are going to by researching the area. Every student's map will be different!

This part also included a link to help teachers who might struggle with technology and Google maps as well as my sources.

Bulletin board or map in the classroom. This can be used as a bulletin board or as a regular map in your classroom (it needs to be visible by everyone). Each student will pin (with different colors of pins) where they are from or where they live. Students who are new to your classroom can put where they just moved from and will be able to see where everybody else has lived; they might have similarities with others. One of my colleagues also uses this map to pin where the character in a book travels to (it encourages your students to read).

Bulletin board with photos of the environment/community. A bulletin board can be a place in your classroom where you put photos. Have students or yourself take pictures or find pictures to cut out (from travel brochures for instance) of where they live, of the different places that are in their community, or about places they like to go to. You can then make a bulletin board with all of the photos and label them. This will allow students who are coming in your classroom to see places they can visit or what is around them.

Another idea would be to separate the bulletin board in half and have pictures of "where our classmates come from" as well.

Guest book for your classroom. This is a cool idea that I got from colleagues! You can have a "Guest book" in your classroom. At the beginning of the year, you can have all of your students use one page to tell a little about themselves and something they look forward to learning in your classroom. New students who just moved to your classroom can add to it and write about who they are and something they look forward to learning, too. It also works for students who are leaving. They can write about something they really liked while they were in your classroom or any message they want to write to the class. Other students can look through it at any time and learn about each other!

Getting to know each other. I have seen this done in other classrooms. Students gather in a circle every morning and answer one question about themselves. It can be anything! What is their favorite fruit, what do they like to do on weekends, what is something they are afraid of... If it is done every day or even once every two days or so, it benefits everybody and students (new or not) can learn more about each other.

Lesson Plans

This page includes links to all the lesson plans and rubrics pages on the website.

Language Arts

This page includes links to the reading and writing pages on the website as well as one lesson plan.

Walking in their shoes. The activity focuses on military children who relocate frequently. Students will explore the challenges of military life and their frequent moves, discuss strategies for coping, and participate in a discussion designed to promote empathy.

Reading

This page includes one reading lesson plan as well as an annotated bibliography.

Moving day. This book will help your students empathize with whomever is coming or leaving your classroom. Fletch's new Diamondback mountain bike and his brother's new hockey outfit are unexpected gifts from Dad. When Dad announces, "We're going to move to Ohio," Fletch's heart drops to his stomach. Leaving means selling the house, abandoning his best friends, and living next to Lake Erie. . . . Hey, didn't that lake catch on fire? Ralph Feltcher's poems evoke what's hard about moving away as well as what makes moving day, well, maybe, okay. (Amazon synopsis).

Writing

This page includes two writing lesson plans as well as a link to the rubrics page.

Where we live. The focus of this lesson is on the students' writing skills in addition to encouraging them to think about where they live and where they call home. Students will focus on their sense of community.

Compare and contrast. This is a great lesson for your students to realize what the difference is between two places. It will be especially helpful for your military students because they will realize that the two places they are comparing might not be as different as they thought it would be.

Social Studies

This page includes two social studies lesson plans as well as a link to the rubrics page.

Google annotated map. This is a lesson plan that I would use with Google maps. It is up to you to decide how to change it to make it your own. It can be done throughout the year and

you can have students present each quarter. New students coming in will be able to hear some presentations and access it on Google Maps at any time.

Map your community. The focus of this lesson is to make students more aware of their communities and the problems that can be found in those communities. In addition, the focus will be on teaching students how to find solutions to the issues found.

Art

This page includes one art lesson plan.

Holding on to the memories. This is a great activity for all of your students, particularly the ones who moved away from a place that was important to them and if they are missing loved ones.

Comments

This page allows readers to leave comments about the website.

Your feedback is appreciated. On this page, you are welcome to leave any feedback, comments, add any ideas to a lesson plan or a classroom component, or even add your own lesson plan if you think it can be useful to this website or other educators! Unfortunately, this section is not available yet, but will be as soon as Google sites updates to allow comments on new sites.

Walking in their Shoes (Group activity)

Objectives:

- Students will explore the challenges of military life and their frequent moves, discuss strategies for coping, and participate in a discussion designed to promote empathy.

Alaska ELA Standards:

Speaking and Listening Standards, Comprehension and Collaboration, GR5

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Reading Standards for Literature, Key Ideas and Details, GR5

1. Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Time frame suggested: Mid-year/February

Time: 50 minutes

Materials:

PCS Handouts

Small group discussion worksheet

Procedures:

Lesson Opener (15-20 minutes)

Teacher sets up lesson by defining PCSing (Permanent change of station) and how it affects families.

- Define PCSing: In the United States Armed Forces, a permanent change of station (PCS) is the official relocation of an active duty military service member – along with any family members living with him or her – to a different duty location, such as a military base.
- Explain that when a family moves/PCSes, children might experience a variety of feelings – like sadness, worry, fear, anger, or anxiety.
- Explain that it's hard to understand how a child might feel if you're not "walking in his or her shoes."

Teacher-Led Large-Group Discussion (10 minutes)

- How would you feel if your family had to move? What would you miss about where you live now? How would you deal with moving to a new place?
- Teacher introduces students to the PCS daily entries (handouts) written by military children who are going through a relocation/PCS and are facing challenges. Each entry has a problem and some suggested tips for handling the problem.

Small-Group Activity (20 minutes)

- Students break into small groups.
- Teacher distributes one PCS handout entry to each group, along with Small-Group Discussion Worksheet.
- Students read the PCS entries and complete the worksheet. Students in each group will choose a secretary to complete as group answers.
- One representative from each group reports on the group discussion and possible solutions.

Differentiation:

The students will be able to engage in discussion with each other as well as the teacher to clarify any points they need. All students will be able to participate since groups will be formed to include at least one strong reader and one strong writer.

Assessment:

- Observe how each student participates in their group.
- Observe how each student participates in the classroom discussion.
- Follow the cooperative learning rubric (see table 2) to assess group participation.

This lesson was modified from the original one:
www.MilitaryKidsConnect.org

Rubric source:
www.lapresenter.com/coopevalpacket.pdf

Table 2

Cooperative Learning Rubric.

Category	Exceed 5	Target 4	Developing 3	Needs improvement 2
Contribution to the Group Goals	Consistently and actively works toward group goals; willingly accepts and fulfills individual role within the group.	Works toward group goals without occasional prompting; accepts and fulfills individual role within the group.	Works toward group goals without occasional prompting.	Works toward group goals only when prompted.
Consideration of Others	Shows sensitivity to the feelings and learning needs of others; values the knowledge, opinion, and skills of all group members.	Shows and expresses sensitivity to the feelings of others; encourages the participation of others.	Shows sensitivity to the feelings of others.	Needs occasional reminders to be sensitive to the feelings of others.
Contribution of Knowledge	Consistently and actively contributes knowledge, opinions, and skills without prompting or reminding.	Contributes knowledge, opinions, and skills without prompting or reminding.	Contributes information to the group with occasional prompting and reminding.	Contributes information to the group only when prompted.
Working and Sharing with Others	Helps the group identify necessary changes and encourages group action for change; does assigned work without reminders.	Willingly participates in needed changes; usually does the assigned work and rarely needs reminding.	Participates in needed changes with occasional prompting; often needs reminding to do the assigned work.	Participates in needed changes when prompted and encouraged; always or often relies on others to do the work.

WORKSHEET

Small Group Discussion

Assignment: Read the PCS entry your teacher gave you. Put yourself in the main character's shoes and, as a group, discuss the following questions:

1. When does your PCS story take place? Before, during, or after the move/PCS?
2. Describe the child's specific worry/concern/dilemma/situation.
3. What emotions do you think the military child felt about the situation?
4. What would you do in this situation? How would you cope (try to feel better)?
5. Has anything similar ever happened to you?

PCS HANDOUT 1

Another Move

“Here we go again...”

Well, I thought this moving stuff was all over. Much to my surprise, it is not. We are moving AGAIN! This is the third time we are moving, and each time we only stay at a place for 2 or 3 years. I was 7 years old when we first moved now I'm 14. We've been moving a lot. I am getting tired of saying goodbye. It's funny; I always think that it is not going to bother me each time, but it does. The hardest part is getting prepared to go somewhere else when you were just getting used to being home. I must say I don't worry as much about moving because it always ends up being just fine. But in the back of my mind, I wonder what will happen this time.

There is one difference about leaving now. My family and I don't spend as much time focusing on the goodbye. The first time, we spent lots of time preparing for the goodbye to make it meaningful to everyone. Now we just say goodbye as if we were leaving on a trip. My brother and sisters and I don't need explanations about what is going to happen when we move. We know that we will have to make new friends and get used to a new place again, but we always have to when we change places.

Anyway, we can come back on vacations.

Helpful Tips (These can be used by the teacher as needed to help a group having difficulty or a student who has been through the same story)

Even though you've been through this before, you might still have feelings about it. Refresh yourself on these tips as you prepare to move:

- Do some activities together with your friends and loved ones before you leave. This will help you have good memories about your time together.
- Write down anything that you would like to say to your friends before you leave so you don't forget.
- Don't be surprised if you have different feelings this time because every time you move it is different.
- You are older and the same feelings may come up for different reasons. Maybe last time you were disappointed because you couldn't spend your birthday with your friends, but this time you are disappointed because your favorite teacher won't be at your high school graduation.

- Be sure to ask if new questions occur to you before you move this time. Not knowing can cause lots of anxiety.

PCS HANDOUT 2

Reaching out

“I was really surprised how much it helped to tell my teacher at school.”

The first time we moved, I was in fifth grade. He had just joined up with the National Guard. None of my friends even knew what the National Guard was. They didn't believe me when I told them we moved from Germany. I quit talking about it after a while. But I think someone told my teacher because one day, she told me to come in during lunch. I was going crazy trying to figure out what I did wrong. But she just wanted to tell me that she'd heard we moved from Germany and asked me how I was doing with being gone from there. It was kind of weird talking to her, but she was really nice. I'd missed a couple of days when we went to see family members, and I told her that was why my book talk was late. She was really cool – she said if I'd told her what was going on, she wouldn't have taken off points for being late. Wish I would've told her sooner.

Now I'm in eighth grade, and we are moving again. My mom and dad and I talked it over, and we decided to do things differently this time. Three months before we left, my parents asked for a teacher meeting. They were mega clear that I couldn't slack off or try to get away with things, but they did want my teachers to know what was going. My parents told me to pick two of my friends, and we had this family field trip where my friends went with us to the National Guard Armory. It was a blast – we got to see soldiers drilling and even checked out a Humvee. At least now my friends believe me. My football coach at school used to be in the Marines, and every couple of weeks I eat lunch with him and some other kids. He tells some wild stories. It's hard not having anyone who understands what you're going through when you just moved or when you are going to move. But I'm glad that we figured out how to find people at school who at least now know what's up.

Helpful Tips (These can be used by the teacher as needed to help a group having difficulty or a student who has been through the same story)

- You need your friends to “get it” if they're not military so that they can be there for you.

PCS HANDOUT 3

Life Feels Out of Control

“Beware of BERSERK kid!”

Little Sister: “My sister has really been acting weird since we moved. I never know what to expect. Sometimes she seems normal, but other times she starts yelling at me or ignoring me. My mom gets the same kind of treatment, especially when mom asks her to do something around the house. I think this craziness started right we left the previous base. Before we left, she spent lots of time with her friends and seemed okay when she said goodbye. Since then, she has been really moody. I stay away from her when she is in one of her moods. Mom told me she is having a hard time because she misses her friends. I guess I can understand, but I miss my friends, too, and I’m not acting crazy.”

Big Sister: “I really miss my friends. One minute I’m okay with being far away from them, but then I’m not. My mom and sister just annoy me all the time. I don’t think they understand what I am going through. I worry all the time that I won’t see them again. They just seem to be going on as if nothing is different. At school I’ve been keeping to myself because I feel as if I’m going to cry all the time. Most of my new friends don’t have a clue what is happening. My feelings seem out of my control, and it’s making me crazy.”

Helpful Tips (These can be used by the teacher as needed to help a group having difficulty or a student who has been through the same story)

Change can be hard. Change that is out of our control is even harder. Having to leave because it’s been three years is definitely a change over which you have no control. Emotional reactions to such change can be anger, crying unexpectedly, withdrawing from others, and yelling for unknown reasons. Here are some ways to regain control in your life:

- Focus on the parts of your life where you do have control. You will likely find that you have control of many areas in your life. Having choices can be helpful. Here are some choices you might have control over.
 - What you choose to do in your free time

- What clothes you like to wear
- What video game or TV show you enjoy
- Use creative outlets to help you take a break from the feelings that feel out of control. Some of these would include:
 - Taking a fun art class
 - Joining a club at school (e.g., chess, debate team)
 - Learning how to play a musical instrument like a piano or trombone
- If all the change is making you feel *too* out of control, you might need to talk to someone. Either on your own or with your parent's help, you might find a trusted adult to talk with about your feelings and thoughts.

PCS HANDOUT 4

There's Some Good Stuff About Being a Military Kid

“Mom’s gone for now, so I have to handle things on my own.”

My name is Larissa, and my mom’s in the Navy. It seems like my mom is gone more than she’s home, so I’ve had to grow up a lot on my own. My dad is always there for me, but I’ve figured out over the years that most things are up to me. I used to get mad and feel all sorry for myself. OK, I guess sometimes I still do. But I’ve also noticed something that’s kind of cool. Yeah, there’re some really lousy parts to growing up in the military – don’t even get me started on that topic. But when I look around and compare myself to my friends, I am *way* more mature and responsible. Not that I’m a teacher’s pet or perfect or anything. I mean, I can trash my room and put off doing homework like a pro. And I’ve done a few things of which I’m not exactly proud. It’s just that not having my mom around, and wanting to make her proud of me when she *is* here, has made me care more about who I am and how I act.

We had this assignment in English last week where we had to list 10 of our “accomplishments.” Mr. Walker said that accomplishments weren’t just things like “head cheerleader” or “honor society member.” Accomplishments are also “skills and strengths that are unique to each of us” Here’s what I came up with for me:

1. I can cook lots of different recipes and meals.
2. I know how to change the oil in our car.
3. I’m on the A-B Honor Roll.
4. I can handle my little brother’s temper tantrums without giving in or losing my cool.
5. I’m the starting goalie on our junior varsity soccer team.
6. I write poetry.
7. I know how to do the laundry without turning everything pink.
8. I’m great at math.
9. I don’t make fun of people.

Larissa's Tips (These can be used by the teacher as needed to help a group having difficulty or a student who has been through the same story)

- Notice all the things that you do right – make a list of your skills and strengths that are unique about YOU.
- Give equal time in your thinking to all the ways in which having a military parent makes you stronger.

PCS HANDOUT 5

Keeping a distance

“Why should I get close to them? We’re just going to leave again.”

We are finally moved in to the new place and I made new friends. Part of me is happy, but a bigger part of me is thinking, “So what?!?”. What happens when we move again? We already moved so many times; I’m sure it’s going to happen again! I am not sure I want to have much to do with my friends because I am afraid we will leave again.

Mom and dad said that all my reactions make sense. That it’s a hard situation when we move to a new place, make friends and then we have to leave again. They told me that pulling away isn’t a sign that I don’t love them. Rather, it may be a way to protect myself from having feelings like anger, sadness, or disappointment because I DO love them. They also said that showing my love for someone is sometimes especially hard if I know we might leave. It is often easier to “keep my distance” so that it won’t hurt so much the next time we leave. I think my parents might be right.

Helpful Tips (These can be used by the teacher as needed to help a group having difficulty or a student who has been through the same story)

If you find yourself in this uncomfortable situation, here are some tips that might help you figure out all those mixed-up feelings:

- It’s up to you if you want to take the risk of getting close again with new friends, even if you’re worried that you will leave again. Sometimes, just understanding what is going on “inside” can help you make sense of your feelings.
- Try to remember a time when you did something with your new friends that was fun. Maybe it was going out for a burger, watching a movie you both liked, or riding bikes together. Suggest that you do one of those activities together sometime soon. Maybe even set a date so you can be sure to do it. Afterward, you might feel one step closer. AND you all had fun!
- This tip may be harder because it will require you to talk to your parent about your fear of leaving again. But I bet your dad or mom also feels worried about the next time you have to move again. If you both share your experience, you may both feel better in the end. If you want to practice what you will tell your parent, pick someone you trust to listen to what you will say.

Read aloud

Objectives:

Students will listen to the story/series of poems **Moving day** by Ralph Fletcher, show attention and demonstrate interest in the story by answering comprehension questions.

Alaska ELA Standards:

Speaking and Listening, Comprehension and Collaboration, GR4

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Speaking and Listening Standards, Presentation of Knowledge and Ideas, GR 4

4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Time: Approximately 15 to 20 minutes.

Materials:

Moving day by Ralph Fletcher

Differentiation:

Different students will be called on for questions, whether or not their hands are raised to ensure that students are listening, understanding or making the connections.

Daily Procedures:

1. Read through the specified pages for that day, stopping to ask questions.
2. Before starting each poem, make sure that the students can recall what happened in the previous poem.
3. Students can turn-and-talk to a partner when asking students comprehension questions. This might encourage more students to raise their hands and participate.
4. Call on students who do not always have their hand up.
5. When finished with reading, students can share personal experiences or connections with each other.

Assessment:

During the reading, observe the students' attention and record those who are able to meaningfully contribute to the questions (seating chart).

Ask about what a poem is if it is the first day of reading.

- Can poems tell a story?

Ask about the previous day's reading.

- Where did we leave the story?
- Taking into consideration this poem and other poems we have read (if you have read some previous poems), do you think that poems can tell a story?

Ask questions that show what students remember from the reading the day before/previously.

Ideas for questions to ask:

1. Who can tell me what happened in the book yesterday/previously?
2. Why do you think Dad gave the main character a new bike? (to make him feel better about the fact that they are going to move)
3. What do you think the main character is feeling after he learns that he is moving to Ohio? (sad and angry)
4. Why do you think he is feeling that way? (Because he doesn't want to move, he won't see his friends anymore or the places he likes)
5. What places does the main character mention in the poems? (Lake Erie)
6. Whom does the main character mention in the story? (Kyle, Dave, Freddy)
7. What does the main character compare himself in the poems? (Tumbleweed)

Writing: Where We Live

Purpose:

The purpose of this lesson is to enhance students' narrative writing skills in addition to differentiating between where they live and where they call home. This lesson should be done after the Map Your Community lesson so that the students will have become more aware of their communities. They will also be identifying themselves and their homes in this lesson. The content of the lesson is important for students to learn because it will get them to think deeper about concepts they may have been sure about before and it will also give them practice with writing narratives. This addresses an essential question in the aspect that the students will be determining what they have already witnessed in the communities in which they live and where they call home.

Conceptual Focus:

The focus of this lesson is on the students' writing skills in addition to encouraging them to think about where they live and where they call home. Students will focus on their sense of community.

Objectives:

- Students will be able to write a narrative depicting an event that happened to them where they live or in their community.
- Students will be able to critique each other's narratives with positive and constructive feedback.
- Students will be able to outline their narrative prior to writing it.
- Students will be able to describe the difference between where they live and where they call home

Alaska ELA Standards:

Text Types and Purposes, GR 5

3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).

a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.

c. Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events.

d. Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Time frame: I would suggest doing this lesson at the end of the first semester.

Time: Approximately 30 minutes for 5 days + 20 minutes for introduction.

Materials:

Where We Live edited by Sara St. Antoine

Paper

Writing utensils

Differentiation:

This lesson is differentiated to appeal to many students' needs. This is a writing assignment which can be difficult for some students. Students can use technology to help them with this assignment if needed or wanted. The students will be able to engage in discussion with each other as well as the teacher to clarify any points they need. If the students cannot concentrate in class to write, they can go to a quieter place. Because the stories are narratives of events the students have witnessed they can adjust the topic to fit their interests. ELL students will be paired with students that have high grasps on grammar and story structure so that they can benefit the most from this.

Lesson Opener (15-20 minutes)

In order to introduce this assignment, the teacher will read selected stories from *Where We Live* edited by Sara St. Antoine.

- Together the teacher and the students will discuss each selected reading after it is read.
- They will discuss what the students observed about how the setting played such an important role in the story and why the book is called *Where We Live* rather than another name.
- The teacher will also put forth the discussion idea of how these stories would be different if the stories came from another place and/or another culture.
- The students will discuss the idea of stories from other places and/or other cultures.

Procedures (30 minutes):

Day 1

- After the introduction and discussion, the teacher will explain that the students will be writing their own narrative depicting an event that occurred to them where they live. The teacher will ask for the students' definition on the difference between where they live and where they call home. Questions can be such as: Can where you call home be somewhere

other than where you live? Is where you live your community? Where do you feel more comfortable? Can where you call home and where you live be the same? Can you live in more than one place but only call one home?

- The students will break into small groups to discuss their definitions on the difference between where they live and where they call home. To some students these may be the same concepts but there is a subtle difference to some students, particularly those who move frequently (military students).
- After the small group discussions have the students start brainstorming ideas for their narrative. They can discuss their ideas with their neighbors to get feedback.
- Once an idea has been decided on the students can start outlining their story (they will already have prior knowledge on how to outline papers).

Homework:

Continue and finish outline for narrative. This can take place over several nights depending on the students' capabilities and familiarities with outlining.

Day 2

- The teacher will ask question of the students as they walk around or make comments.
- The students will bring in their completed outlines and start to write their narratives. They will receive immediate feedback from the teacher if asked. They are also allowed to communicate with their peers for immediate feedback as long as they are not disruptive.

Homework:

Continue working on their narratives.

Day 3

- The students will continue to write their narratives. They will still be able to receive feedback from the teacher and their peers if needed.

Homework:

Finish writing rough draft of their narrative.

Day 4

- The students will be paired off to peer-edit each other's stories. The students, already familiar with the process, will provide positive critiques of each other's narratives. A peer will also give input and assistance with errors.
- The teacher will ask for volunteers to explain what they liked and disliked about the stories they read. The whole class can then volunteer their opinions on how the story can be made better.

Homework:

The students will take their edited narratives and complete their final draft. The students should be given enough time to complete their final drafts at home.

Day 5

- This is the day the students will be turning in their final drafts. The teacher will ask for several volunteers to read their stories aloud to the class.
- After each story is read, the class will engage in a discussion about the story. The discussion will cover, but not be limited to, the event in the story, the way the story was written, and how they would have felt if they had witnessed that event. If applicable, the students will discuss how the story involved another culture.
- Once the stories are read and the discussions about them are finished the students will break into the same small groups as Day 1 to discuss their closing opinions on the topics of home, where they live, their community, and how they are all different and similar.

Assessment:

- Observe how each student participates in their group and how they brainstorm with the classroom.
- Observe how students participate in the discussion.
- A rubric will be used to grade their narrative writing (Table 3).

Note:

- The teacher can incorporate what the students write about in their paper within their classroom environment.

This lesson was modified from the original one:

<http://emullinswherewecallhome.weebly.com/lesson-plan-3-where-we-live.html>

Rubric source:

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=12&cad=rja&uact=8&ved=0ahUKEwip_NSnkLPXAhUGQSYKHZAVA98QFghVMAs&url=https%3A%2F%2Fwww.staffordschools.org%2Fcms%2Flib%2FNJ01001734%2FCentricity%2FDomain%2F24%2FGrade%25204%2520Narrative%2520Rubric.pdf&usg=AOvVaw3kqth5Ivm2-e8FNxoK2iir

Table 3

Rubric for Narrative Writing – Fourth Grade

	Grade 5 (4 points)	Grade 4 (3 points)	Grade 3 (2 points)	Grade 2 (1 points)
STRUCTURE				
Overall	The writer wrote a story of an important moment. It read like a story, even though it might be a true account.	The writer wrote the important part of an event bit by bit and took out unimportant parts.	The writer told the story bit by bit.	The writer wrote about one time when she did something.
Lead	The writer wrote a beginning in which she not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.	The writer wrote a beginning in which he showed what was happening and where, getting readers into the world of the story.	The writer wrote a beginning in which she helped readers know who the characters were and what the setting was in her story.	The writer thought about how to write a good beginning and chose a way to start his story. He chose the action, talk, or setting that would make a good beginning.
Transitions	The writer used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (meanwhile, at the same time) or flashback and flash-forward (early that morning, three hours later).	The writer showed how much time went by with words and phrases that mark time such as just then and suddenly (to show when things happened quickly) or after a while and a little later (to show when a little time passed).	The writer told his story in order by using phrases such as a little later and after that.	The writer told her story in order by using words such as when, then, and after.

	Grade 5 (4 points)	Grade 4 (3 points)	Grade 3 (2 points)	Grade 2 (1 points)
STRUCTURE (cont.)				
Ending	The writer wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story. The writer gave readers a sense of closure.	The writer wrote an ending that connected to the beginning or the middle of the story. The writer used action, dialogue, or feeling to bring his story to a close.	The writer chose the action, talk, or feeling that would make a good ending and worked to write it well.	The writer chose the action, talk, or feeling that would make a good ending.
Organization	The writer used paragraphs to separate different parts or times of the story and to show when a new character was speaking. Some parts of the story were longer and more developed than others.	The writer used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	The writer used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in his story.	The writer wrote a lot of lines on a page and wrote across a lot of pages.
DEVELOPMENT				
Elaboration*	The writer developed characters, setting, and plot throughout her story, especially the heart of the story. To do this, she used a blend of description, action, dialogue, and thinking.	The writer added more to the heart of his story, including not only actions and dialogue but also thoughts and feelings.	The writer worked to show what was happening to (and in) her characters.	The writer tried to bring his characters to life with details, talk, and actions.

	Grade 5 (4 points)	Grade 4 (3 points)	Grade 3 (2 points)	Grade 2 (1 points)
DEVELOPMENT (cont.)				
Craft*	<p>The writer showed why characters did what they did by including their thinking and their responses to what happened.</p> <p>The writer slowed down the heart of the story. He made less important parts shorter and less detailed and blended storytelling and summary as needed.</p> <p>The writer included precise details and used figurative language so that readers could picture the setting, characters, and events.</p> <p>He used some objects or actions as symbols to bring forth his meaning.</p> <p>The writer varied his sentences to create the pace and tone of his narrative.</p>	<p>The writer showed why characters did what they did by including their thinking.</p> <p>The writer made some parts of the story go quickly, some slowly.</p> <p>The writer included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring her story to life.</p> <p>The writer used a storytelling voice and conveyed the emotion or tone of her story through description, phrases, dialogue, and thoughts.</p>	<p>The writer not only told his story, but also wrote it in ways that got readers to picture what was happening and that brought his story to life.</p>	<p>The writer chose strong words that would help readers picture her story.</p>

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	Grade 5 (4 points)	Grade 4 (3 points)	Grade 3 (2 points)	Grade 2 (1 points)
LANGUAGE CONVENTIONS				
Spelling	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries when needed.	The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries when needed.	The writer used what she knew about spelling patterns to help her spell and edit before she wrote her final draft. The writer got help from others to check her spelling and punctuation before she wrote her final draft.	To spell a word, the writer used what he knew about spelling patterns (tion, er, ly, etc.). The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.
Punctuation	The writer used commas to set off introductory parts of sentences, such as One day at the park, I went on the slide; he also used commas to show talking directly to someone, such as Are you mad, Mom?	When writing long, complex sentences, the writer used commas to make them clear and correct.	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	The writer used quotation marks to show what characters said. When the writer used words such as can't and don't, she used the apostrophe.

Guided writing

Objectives:

Students will compare and contrast two places by writing.

Alaska ELA Standards:

Writing Standards, Text Types and Purposes, GR4

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.
 - c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Writing Standards, Production and Distribution of Writing, GR4

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Time: 40 minutes

Materials:

Students' notebook
Video projector
Pictures for example
Flip chart

Procedures:

Lesson Opener (15-20 minutes)

- Explore what characteristics of a place might be examined to compare and contrast it with another place. Possibilities include geography, climate, flora and fauna, etc.
- Explain that culture is made up of the characteristics of everyday life that people from a specific place and time share.
- Ask students to identify aspects of their lives that reflect their culture (such as food, clothing, slang, music, etc.). Record students' ideas on the flip chart.
- On a flip chart, draw a Venn diagram comparing two places and ask students to help you complete it for one characteristic (such as climate or animals).

Day 1

- Students will take their writing notebook (for the Venn Diagram) or a piece of paper to write on it.
- Review compare and contrast. Remind students that when authors compare, they show how things are alike and when authors contrast, they show how things are different. Review using a Venn diagram to analyze comparisons and contrasts.
- Ask the students when do they need to compare and contrast places in real life. Ask them why do we compare and contrast.
- Teacher shows the students a picture of where he/she live as well as a picture of where he/she previously lived (or a picture of a place he/she have been to on vacation)
- Ask the students to give a similarity and a difference between the two places.
- Students will be working per group of two. They will have to make a Venn diagram and compare and contrast their object to their partner's object.
- Students will start comparing the two places in their Venn diagram.

Day 2

- Using their Venn diagram from day 1, students will write three paragraphs about the two places they had to compare and contrast.
- The first paragraph will be about introducing the two places (the place they live and the place they have been on vacation or previously lived).
- The second paragraph will be about the similarities between the two places.
- The third paragraph will be about the differences between the two places

Differentiation:

Students will be able to write about where they live and a place they have been on vacation (or the place they moved from before arriving in the classroom). Students can use technology to help them with this assignment if needed or wanted. The students will be able to engage in discussion with each other as well as the teacher to clarify any points they need. If a student cannot concentrate in class to write, they can go to a quieter place.

Assessment:

- During the example, observe the students' attention and record those who are able to meaningfully contribute to the questions.
- Students will be assessed on their writing and the accuracy of their writing according to the places they are comparing and contrasting.
- A writing rubric will be used to assess the students (Table 4).

Implementation Notes

- You can also have students compare and contrast the differences between a place they know and a classmate's place.

Table 4

Compare and Contrast Rubric

	Excellent (9-10)	Good (6-8)	Proficient (3-5)	Needs Work (0-2)
Content	Writing shows student understanding throughout. At least three similarities and three differences between the two places are noted. Information is detailed and not generalized.	Writing shows concrete understanding of similarities and differences between the two places. Information is somewhat detailed.	Writing shows understanding of similarities and differences of the two places. Broad examples could be better explained.	Writing does not include three examples of similarities and differences of the two places OR Content is inaccurate or confusing.
Organization	Prewriting organizer shows thoughtful, logical, and clear layout of concepts. Transition sentences are smooth. Student includes introduction and conclusion.	Writing is logically and clearly organized. Three similarities and differences are readily identifiable.	Writing is somewhat organized. Points are identifiable with minimal confusion of reader.	Writing is disorganized and hard to follow OR Writing does not contain sufficient content for organization.
Presentation	Neat and creatively presented.	Well presented.	Presentation is legible.	Illegible or poorly presented or not presented at all.
Conventions	Work has been proofread and contains no grammatical errors and no spelling mistakes that take away from comprehension.	Minor grammatical errors and few spelling mistakes. They do not take away from reading comprehension.	Several grammar and spelling mistakes. May impinge slightly on document comprehension.	Numerous mistakes are made in grammar and spelling making it difficult to read and understand the work.

This rubric was modified from the original one:

<https://www.teacherspayteachers.com/FreeDownload/Compare-and-Contrast-Essay-Rubric-4th-Grade-618974>

Social studies: Google annotated map

Objectives:

- Students will reflect on their summer and create a written list of what they did and where they visited.
- Students will learn how to use Google Maps, including how to create a map, upload images, label locations, and write text entries.
- Students will create an interactive map with at least ten entries and with text descriptions of two to three sentences.
- Students will cite the sources for their images.
- Students will share their interactive maps with the class by means of an oral presentation.

Alaska ELA Standards:

Text Types and Purposes, GR3

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Production and Distribution of Writing, GR3

6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others and to locate information about topics.

Alaska Geography Standards:

- A.** A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.
- B.** A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions.

Lesson Context / Summary

Using Google Maps (<https://www.google.com/maps/about/mymaps/>), students will create an interactive map of where they live, where they come from or where they are moving to. They will have at least ten annotations, including places they like to go to, places that are important in their community or places they look forward to visiting if they are moving. They will also include a two to three sentence caption for each location. Any images that were found online must be properly cited using the tools in Google Map. Students will be presenting their final maps in front of the class throughout the year.

Time frame: Throughout the year.

Time: Varies.

Materials:

Laptops (1:1)
Sample map

Differentiation:

Each student will have their own map and describe places that are important to them.
Adult assistance to those not proficient with technology (such as learning difficulties)

Lesson Opener

- Teacher, share your map with your class. Explicitly model the way you expect them to give an oral presentation.
- Have students brainstorm and create a list of places they like to go to and the place they live at. If they just moved, they can create a list of the previous place they lived at. If they are moving soon, they could research different places they will like to visit or look forward to visiting in their new place.

Procedures:

1. Introduce the students to Google Maps and have them sign in with their gmail account and begin a new map, giving it a title.
2. Teacher, demonstrate how to create an interactive map. Walk the class through the steps. Emphasize the importance of citing image sources and writing two to three sentences of text per location about the location
3. Note: If you are teaching students who are new to their devices, you will be spending a lot of time familiarizing your students with their laptop and its proper use.
4. Students will create at least ten locations on their maps.
5. Have the students create their title slide and their first location: their home.
6. Students create the next nine (or more) locations on their interactive maps. Some of this work can be completed for homework.
7. Students should proofread, edit, and revise their work and they should be prepared to present their final draft to the class.

Assessment:

- Students will present their interactive map to the class.
- Also, consider time. It might be best to have students present to small groups first, then they could nominate one person from their group to present to the class.
- A class exit ticket, quickwrite, think-pair-share, or combination of these would provide the students with an opportunity to reflect on what they learned during this project about themselves, their classmates, creating interactive maps, giving presentations, and what's in store in your class during the upcoming year.

- Use the rubric attached (Table 5).

Extensions:

Student can be invited to add more destinations to their maps, including links and icons.

Implementation Notes:

- ❖ Beforehand, take into consideration any specific arrangements that need to be made so that kids can present. For example, I will be having my students submit links to their maps to my email and I will display their maps on the board via my desktop computer.
- ❖ Model, model, model! That's key to a project like this. Display your work-in-progress on the board as you work alongside your students.
- ❖ Cooperative grouping will allow students to help each other. This will also lighten your load.
- ❖ Amp up the presentations by inviting an administrator to come observe.

Table 5

Rubric for Google Annotated Map.

CATEGORY	Target	Developing	Needs improvement
Locations on map	The most important locations (to the student) are marked and can be identified with labels or a key.	Some locations (important to the student) are marked and labeled in some way.	Locations (important to the student) are not clearly marked or cannot be easily identified.
Information about the locations	There are three sentences about each location, as well as a picture that goes with it.	There are two sentences about each location and/or pictures are inconsistent.	There are fewer than two sentences about each location or no pictures.
Accuracy	Information on each location is relevant, accurate and clearly written	Information on each location is accurate	Information on each location may contain errors
Presentation	The project has attractive formatting. Title, locations and descriptions are in a neatly arranged order.	The project has some recognizable formatting. Title, locations and descriptions are arranged in some order.	Formatting is unclear; space is used poorly.
Conventions	Structure of sentences and word choice help the reader understand. Grammar and/or spelling are correct.	Structure of sentences and word choice do not interfere with the reader's understanding. Some Grammar and/or spelling errors	Sentence structure and word choice are confusing or misleading. There are many errors in grammar and/or spelling.

This rubric was modified from the original one.

<https://5williams.wikispaces.com/file/view/Annotated+Map+Rubric.doc>

This lesson was modified from the original one:

<https://teach.kqed.org/lessonplan/view/mapping-my-summer>

Defining What Matters

Purpose

The purpose of this lesson is to engage students to explore the fundamental questions: *What is well-being and happiness? What do we want out of life, both at the individual and community level?* This lesson's concept is important for students to learn because it teaches students to really understand the difference between what they need and what they want. This lesson would be used as an introductory lesson before the "map your community" lesson to get the students thinking about major concepts covered in "map your community" and "where we live" lessons. This lesson addresses the essential question in the aspect that the students will be becoming more knowledgeable about what they and their community need to be happy and healthy.

Conceptual Focus

The focus of this lesson is to engage students to explore the fundamental questions: *What is well-being and happiness? What do we want out of life, both at the individual and community level?* This will have the students focus on themselves and how to improve themselves, as well as the community.

Objectives

- Students will be able to brainstorm and categorize needs.
- Students will be able to differentiate between needs and wants using examples from students' lives.
- Students will be able to compare and contrast needs and wants of two people (ex: the student and a classmate).
- Students will be able to describe what their bodies need to stay healthy.
- Students will be able to set personal goals and plans to achieve the goal of becoming happy and healthy.

Alaska Government and Citizenship Standards

B. A student should understand the constitutional foundations of the American political system and the democratic ideals of this nation.

1. Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.

Time frame: I would suggest doing this lesson fairly early in the school year (September-October) before the "map your community" lesson.

Time: Approximately 40 minutes for 2 days.

Materials

Paper
Writing utensils

Differentiation

This lesson is differentiated to appeal to many students' needs. It provides various methods for an assortment of types of student learners. The students will be able to write, draw, or categorize their thoughts. The students will also be explained that needs and wants can differ depending on the person, their age, or their culture.

Introduction (10-20 minutes)

- The teacher has the students generate responses to the question, "What do we need to be happy and healthy?" Help the students generate and sort ideas based on three categories: things for our bodies, things for our minds and hearts, and things for our families and communities.
- The teacher would use the Illustrated Vocabulary Cards to further differentiate. The teacher can give the cards to students to jumpstart their thinking, to sort, or to provide information visually.
- The teacher has students share response in pairs/groups and then as a full class. The students could identify needs that are common to everyone versus those based on individual differences. The teacher can also explain that the way people meet their needs differs. For example, everyone needs a home but not everyone needs the same size home.

Activity (10-20 minutes, 2 days)

Day 1:

- The teacher introduces the idea of a want: something that's nice to have, but you don't NEED it to survive. The teacher would then have the students review the list of "needs" they made and identify if there are any wants included in the list.
- Using a Venn Diagram, the students differentiate between needs and wants. Students can freely debate if something is a need or a want. The teacher should discuss with the students how wants and needs can vary by person, age, or culture.

Day 2:

- Students can be split into groups with each student group given a different concept to discuss.

Concept 1. Needs and wants, rich and poor, wealth and poverty. The students would address the following questions:

- What is the difference between needs and wants?
- How are our needs determined? How are our wants and desires shaped?
- Can you think of a time when a want became a need, or a need became a want?
- Based on your list of what all people need for a fulfilling life, how would you define "wealthy" and "poor"?
- To what extent is "wealth" dependent on having money?

Concept 2. Quality vs. quantity, "more" vs. "better"

- What is the relationship between the quantity of goods we have and our quality of life?
- Is it possible to have a better life with fewer goods? What about a lower quality of life with more goods?
- Give an example of when less "stuff" can make life better.

- Give an example of when more “stuff” is better.

Concept 3. Price, cost, value

- Fold a piece of paper in half, lengthwise. On one side list 3 things you greatly value. On the other side list 3 things that are expensive (that you have or would like). Are there any overlaps on the lists? (Can also be done with a Venn Diagram)
 - Do you receive fulfillment from your material possessions in relation to the amount of time and money you spend to get them?
 - Give an example of an item, activity, or experience that costs little or nothing, but brought you great happiness or satisfaction.
- The groups would then join a class discussion to share with the rest of the class what was discussed in their smaller groups.

Homework

Each student will create a new list determining what they truly need and want, their view on quantity vs. quality, and the price/cost of something vs. the value.

This lesson was modified from the original one:

<http://emullinswherewecallhome.weebly.com/lesson-plan-1defining-what-matters.html>

Social studies: Map Your Community

Purpose:

The purpose of this lesson is to get the students aware of their community, both around the school and near their homes. The students will learn to identify issues and/or problems in the community as well as brainstorm solutions on how to solve these problems. This lesson's content is important for students to learn because it teaches them to identify their communities and the problems that may be in them, as well as how to solve these problems. Students will become knowledgeable about their communities and ways to improve their communities.

Conceptual Focus:

The focus of this lesson is to make students more aware of their communities and the problems that can be found in those communities. In addition, the focus will be on teaching students how to find solutions to the issues found.

Objectives:

- Students will be able to recognize important parts of their communities.
- Students will be able to create maps of their communities, both around the school and around their home.
- Students will be able to identify issues in their communities.
- Students will be able to plan solutions to the issues in their communities.
- Students will be able to apply methods discussed in class to creating a campaign against an issue.

Alaska ELA Standards:

Text Types and Purposes, GR4

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Production and Distribution of Writing, GR4

6. With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Alaska Geography Standards:

C. A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.

- D.** A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions.
- E.** A student should understand and be able to evaluate how humans and physical environments interact.
- F.** A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.

Time frame: I would suggest doing this lesson fairly early in the school year (October-November) to allow students coming in seeing it in the classroom and understanding how to participate in the community.

Time: Approximately 1 hour for 3 days.

Materials:

Paper
Drawing utensils
Maps of classroom
Clues for students

Differentiation:

This lesson is differentiated to appeal to many students' needs. The lesson is not only for various types of learners, but it addresses multiple levels of thinking and it is acceptable for multicultural education students. Students with mobility issues may have trouble getting around so their group may have to work closer to the school. If the teacher believes it will be necessary, they could invite parents in to help observe students. This lesson is not necessarily language heavy, so ELL students could feel comfortable. The small groups will allow students to feel more comfortable presenting their thoughts and opinions. Because the teacher will be asking the students to choose their methods from a list they made this lesson has student-centered aspects to it.

Lesson Opener (15-20 minutes)

In order to introduce this assignment, the students will be split into small groups of 3-5 students depending on class size.

- Each group will receive a map of the classroom with several places starred (different maps for every group).
- Each of the starred places will have a clue to the activity they are about to do (mapping the area outside the school) planted by the teacher. (clues can be letters or pieces of an answer or next direction)
- Once the students collect all the clues they will solve the puzzle.
- Once the group thinks they have the solution they must write it down and show the teacher.
- The teacher will determine whether they are right or wrong.

- Once all groups have solved the clues to their activity the teacher will start explaining the lesson.

Procedures (20-30 minutes):

Day 1

- After the introduction the teacher will explain to the students that they will be going outside and mapping the area near their school (students can use any method that the teacher sees fit). Each group will walk around a specific area and draw what they see. The teacher will explain the difference between the map methods (bird's eye vs street level).
- The teacher will also explain that they should be on the lookout for any problems they might see. Together the teacher and the students will come up with a list of problems they may find. Examples: an empty bag in the grass, broken glass, or a bee's nest on playground equipment. Make sure the students know not to touch anything that could be potentially dangerous. Instead they should make sure the teacher knows where it is (and draw it on their map too). → For a more accurate map have the students draw out a grid and place their map within the grid.
- The teacher will explain the students' boundaries for this map to make sure they know how far away they're allowed to go.
- Together the students and teacher will go outside. The teacher will monitor the groups as they wander, collecting information and drawing their maps.
- After 15 minutes or so call the students back. You can either remain outside or go back to the classroom.
- Give each group time to finish up their drawings.
- Have each group explain what they discovered and show their maps to the rest of the class.
- After identifying issues that the students found ask how they could fix that problem. The students in groups can create lists of ways to solve the problems found.

Homework:

Draw a map and identify issues around your home.

- It could be beneficial to give this over a weekend so the students will have more time to complete this assignment.
- Another idea would be to give the students several days between Day 1 and Day 2.

Day 2

- Put the students back into their groups from the school mapping. Have the students take out their maps from around their home. Ask the students to discuss with each other what they discovered. Make sure the students identify any issues they discovered and keep a list of the problems.

- Have each group pick 1 problem that they feel is the most pressing. The group will generate as many solutions as they can for five minutes. After five minutes they will need to present to the rest of the class.
- In a full class discussion have each group present their problem and their two best solutions for it. Have the rest of the class decide if that is a good solution. Ask the class if there are any problems with the solution. This is a way to get the students to understand that for every solution a new problem is caused.
- Ask the students if they think they could help solve these problems. If they answer yes, ask them how. If they answer no, tell them that it's possible.
- Have the students brainstorm how they could change an issue. For example: they could put up posters around the school or their neighborhood.
- Once the students have brainstormed ask them to pick one method to use for their problem. For example: If a student wanted to write a letter about the issue to the mayor they would write a draft of the letter.

Homework:

Put into practice the method they decided to use. Have the students use any method of their choice.

- If they wanted to make a phone call or have a meeting have them write questions they would ask and how they would present the information to the person they were to call/interview.

Day 3 (This might take a few days)

- Students can continue to build upon the previous days in order to explore ways to make the community better.
- Students will brainstorm, analyze possibilities to make their place better and find creative and innovative ideas.
→ Ideas might include: how to keep our environment clean, how to save water, how to use renewable energy, etc.
- Help the students understanding what is a brochure for, why do people use ads or posters (to send a message/talk about an issue).
- Students will have a choice to create a brochure, a poster, or an ad about the new place for other kids in the school to relate. (For students who are more hands on, they will be able to create a better place with play dough.)
- I would recommend letting students work in group for the final project too (it will save you time!).

Homework:

Students can think about ideas of how to organize their project at home and ask for help from their parents.

Assessment:

- Observe how each student participates in their group and how they brainstorm with the classroom.

- Observe how students participate outside making a map of the school and finding what issues are around them.
- Students will present their project to the class.

Implementation Notes

- ❖ Model, model, model! That's key to a project like this. Display your work-in-progress on the board as you work alongside your students.
- ❖ Cooperative grouping will allow students to help each other. This will also lighten your load.
- ❖ Amp up the presentations by inviting an administrator to come observe.

This lesson was modified from the original one:

<http://emullinswherewecallhome.weebly.com/lesson-plan-2-map-your-community.html>

Social studies/Art: Holding on to the Memories

Objectives:

Students will learn that it is helpful to record the events of their lives and use memories to stay connected with loved ones.

Alaska Arts Standards:

Create

A. A student should be able to imagine and develop artistic ideas and work.

Connect

D. A student should be able to relate artistic ideas and work with personal meaning and external context.

Alaska Geography Standards:

F. A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.

Lesson Context / Summary

Students create scrapbooks as a way to share important events with a loved one who is away from home or share special places with loved ones or events that happened in previous places they have been.

Time frame: I would suggest doing this lesson in January/February. Students will be able to add pictures with their family during Christmas and Thanksgiving in their scrapbook.

Time: About 2 hours depending on your students. Can be done over multiple days too.

Materials:

Scissors, magazines, construction paper, colored tissue paper, stickers, glitter, crayons, pens, markers, stapler, staples, glue sticks, and tape
Scrapbook Topics list

Differentiation:

Each student will have their own scrapbook and share places and people who are important to them.

Lesson Opener

Teacher sets up activity

- Ask students about activities or events they like to do with parents or family members. Prompts: birthday, sports, school activities, Mother's/Father's day, or family or holiday functions.
- Discuss what it's like when a family member is unable to attend an event.
- Introduce topic of family member missing events: Students might have to move with their family away from other family members and friends. They miss what is happening in the family, including birthdays, holidays, school events, and sports competitions.
- Introduce idea of scrapbook: A scrapbook is one way to help a family member or a friend that is "away" to learn about what happened since a student moved or what happened in my daily life.
- Explain that students will create a scrapbook to share with someone they love or don't see often.

Procedures:

- Introduce the topics for the scrapbook (see Sample Topics) and provide materials for scrapbooking.
- Encourage students to bring in photos, decorate the cover, and write stories in their scrapbook.
- Students illustrate their entries.
- Students will be able to use school camera and printer if available
- Students can incorporate writing samples into their scrapbooks, which further describe their feelings about a certain event. They can use figurative language and sensory details to create a vivid scenario for the family member who is not present.

Assessment:

- Students will share their scrapbook to the class.
- A class exit ticket, quick write, think-pair-share, or combination of these would provide the students with an opportunity to reflect on what they learned during this project about themselves, their classmates, and giving presentations.
- Students will answer the questions: What is one thing that I like about my art? And what is one thing that I could improve about my art? They will then exchange their scrapbook with a classmate for feedback.
- Students will look through their classmate's scrapbook and answer the questions: what was the best part of my peer's artwork project so far? What is one thing they may want to change? Ask them a question about their scrapbook.

Implementation Notes

- ❖ Depending on the grade and resources available, students can do this lesson independently or in two parts.

- ❖ Extensions: Students can also journal their thoughts. Teachers might want to provide writing topics and set aside time for student journaling during the day.
- ❖ Teachers can devote one day each month to this activity so that, by the end of the year, students will have a scrapbook of their school year experiences.
- ❖ The scrapbook can also be used as a gift for a student or school staff member who is departing or away from school for a lengthy period of time (e.g., maternity leave, recovery from surgery or illness).

Sample Scrapbook Topics

Students can scrapbook about several topics. The list below is not comprehensive, but can serve as a guide for students who are unable to decide on a topic.

- Things that have happened at school
 - Your favorite subject and least favorite subject
 - Your favorite thing to do at school
 - The best thing that happened to you at school
 - Your favorite lunch
 - Your favorite place at school
- What happened today or on a specific day
 - What you wore
 - Things you ate
 - What you did for fun
 - Activities you participated in
 - How you helped out at home
 - When you thought of your parent
 - What you would like to do with your parent or family in the future
- How you are changing
 - Physical changes: Lost teeth, your new height and weight, your new shoe size
 - New responsibility or experience (e.g., joined cub scouts, swim team...)
 - Something new you learned (e.g., skateboarding, go kart racing...)
- Your favorite things
 - Your favorite sport to play this season or watch on TV
 - Your favorite new toy
 - Your favorite singer or actor
 - Your favorite book
 - Your favorite foods
 - Your favorite holiday
 - Your favorite thing to do or place to go on vacation
- Your neighborhood
 - Your friends and what you like to do together
 - The best thing about living in your neighborhood

- What you see when you look out the window
- The best place to play
- Things that have happened this month
 - The weather
 - The best thing about this month
 - Your idea of the perfect day
- Your birthday or a family event
 - How you celebrated your birthday or other family event
 - Something that made your birthday special
 - Things you ate
 - Something that surprised you

This lesson was modified from the original one:
www.MilitaryKidsConnect.org

Annotated Bibliography (Amazon synopsis)

Altés, M. (2014). *My new home*. London, United Kingdom: MacMillan.

My New Home by author/illustrator Marta Altes is a beautiful and uplifting story about moving to a new house, making friends and finding a new home. This warm, thoughtful and reassuring story is written from the perspective of a young child. It's perfect for children about to move to a new house or start new school, but has a universal message for any child about the importance of kindness and acceptance when meeting someone new.

Moving to a new home can sometimes feel scary and a little bit lonely, but this little raccoon soon discovers that wherever you go adventures soon follow. A story about moving to a new house, making friends, and finding a new home.

Attanasio Woodring, L. (2013). *My very exciting, sorta scary, big move: A workbook for children moving to a new home*. North Mankato, MN: Child's View Press.

This is a combination book/workbook for kids to help them work through all of their emotions that come with moving. It also helps them create memories about their old house. It helps kids see moving as an “adventure” but also completely validates their emotions and helps them process the changes happening around them. It is a one-of-a-kind workbook which walks kids ages 5-11 step by step through the entire moving process, including understanding change, strategies for managing emotions, ways to say goodbye, taking part in a new adventure, tips for making new friends, and more. The charming illustrations and engaging activities allow children to take control of their feelings and experiences and become active participants in their exciting new adventure.

Berenstain, S., & Berenstain, J. (2011). *The Berenstain bears' moving day*. New York, NY: Random House Books for Young Readers.

In this story, Brother Bear is moving from the only house he's known into the now "infamous" Bear family tree house. Like most children he worries if he will like the new house, have new friends there, etc. Brother Bear learns to trust his mother and father and sees that a move was the best thing for his family.

Cabot, M. (2009). *Moving day (Allie Finkle's rules for girls #1)*. New York, NY: Scholastic Paperbacks.

When nine-year-old Allie Finkle's parents announce that they are moving her and her brothers from their suburban split-level into an ancient Victorian in town, Allie's sure her life is over. She's not at all happy about having to give up her pretty pink wall-to-wall carpeting for creaky floorboards and creepy secret passageways-not to mention leaving her modern, state-of-the-art suburban school for a rundown, old-fashioned school just two blocks from her new house.

Carle, E. (2014). *A house for hermit crab*. New York, NY: Simon Spotlight.

This book talks about moving, home relocation, and making changes, but can allow a child to think about moving without having to heavily internalize it.

In this classic story from Eric Carle, Hermit Crab grows out of one house after another as he searches for the perfect home. Hermit Crab seeks the perfect home and learns to appreciate change. Children who must change schools, move to a new town, or even graduate to a new grade in school will relate to Hermit Crab's situation and take heart as they see that growing up isn't really so scary after all.

Carlstrom, N. W., & Wickstrom, T. (1999). *I'm not moving, mama*. New York, NY: Aladdin Paperbacks.

"I'm Not Moving, Mama!" is Little Mouse's constant refrain, as Mama packs up his favorite things in preparation for the family's move. But for each thing about his old home Little Mouse can't bear to leave behind, Mama tells him of something they'll share in their new home -- until Little Mouse realizes that what's most important is being together, even if it is in someplace new.

Ellis, S., & LaFave, K. (2016). *Ben says goodbye*. Toronto, ON: Pajama Press.

Award-winning author-illustrator team Sarah Ellis and Kim LaFave have produced yet another book in which they gently guide Ben through an experience that is both familiar and daunting to preschoolers everywhere. Ellis text deftly taps into the thoughts and feelings of a young child, while LaFave's endearing art captures both the depths of Ben's dismay and the warmth of the family members who support him through his crisis. Young readers and listeners will celebrate with Ben as, having been given the space to work through his difficult feelings, he emerges from his cave ready to rejoin his family and look forward to new friendships.

When Ben's best friend Peter moves away, Ben decides that he will move too, into a cave under the kitchen table. Caveman Ben doesn't need any friends except his tame (stuffed) lion. He hunts for his food (thoughtfully left on a plate by Mom and Dad) and communicates in grunts. And in the safety of his cave he can imagine a world where friends control their own destinies and distance is no obstacle.

Frank, A. S. C. H. (1987). *Goodbye house*. New York, NY: Aladdin Paperbacks.

As the moving van waits outside, Bear says goodbye to each room in the empty house. What he learns is that it's never goodbye forever for we carry our memories with us. Bear is sad to bid farewell to his empty house, but he finds many happy memories to be treasured for the future in each vacant room

This book helps kids process what it is going to be like to see their house become empty. It may read a bit “sad”, but sadness is a healthy emotion to experience, and it is good to prepare our children for what happens in a move.

Johnson, A. (1992). *The leaving morning*. New York, NY: Orchard Books.

On moving day, a young African American boy watches for the moving men, has a cup of cocoa in the deli across the street, and leaves lip marks on the window of the apartment before departing for a new home.

Martin, T., & Martin W. (2006). *Big Ernie's new home: A story for children who are moving*.

Washington, DC: Imagination Press.

This book acknowledges the details that will change with a move – everything from smells and sounds to changes in routine. This is a wonderful book to help kids work through the changes big and small that happen with a move.

Affirms the normal sadness, anger, and anxiety that young children feel after a move. This work discusses the feelings that young children face when moving and offers suggestions for smoothing their adjustment.

Mayer, M. (2012). *Little critter: We are moving*. New York, NY: HarperFestival.

In this book, Little Critter shares many of the worries and concerns young children have about moving. He worries if he will get to keep his things. He worries about attending a new school. He sees that his parents are excited, but isn't so sure if he should feel the same way.

When Mom and Dad tell Little Critter they have exciting news, he thinks they mean they're getting a new dog—not moving to a new house! Will he be able to bring his sandbox? What if he has to go to a new school full of bullies? What if his new next-door neighbors are monsters!? Eventually, Little Critter learns moving is not so bad after all. . .

McGeorge, C. (2012). *Boomer's big day*. San Francisco, CA: Chronicle Books.

This is a fun take on a story about moving. Told from the point of view of the family dog, this story talks about all of the events surrounding a big move (ie -packing, movers, moving truck, etc.) in a fresh way. The simple text and heartwarming pictures charmingly depict Boomer's confusion, anxiety, concern, and ultimate delight on this day familiar to all moving day.

Boomer's ready for his morning walk. Here's his leash. There's the door. But try as he might, he can't get anyone to pay attention to him. The humans in the house don't rush out the door after breakfast as they normally do. And, most confusing of all, strangers arrive to pack all the things in Boomer's house into boxes. There's definitely something unusual going on.

O'Donnell, E. L. (1990). *Maggie doesn't want to move*. New York, NY: Aladdin Paperbacks.

Simon expresses his own sad and fearful feelings about moving by crediting them to his toddler sister, Maggie. Told with a fresh approach, this book makes the point that change isn't all bad, and that new things come along in place of the old.

Rivera, J. (Producer), & Docter, P. (Director). (2015). *Inside out* [Motion Picture]. United States: Walt Disney Pictures and Pixar.

After young Riley is uprooted from her Midwest life and moved to San Francisco, her emotions - Joy, Fear, Anger, Disgust and Sadness - conflict on how best to navigate a new city, house, and school.

Shahar, I. (2013). *Rona is moving to a new city* (Healthy children's books collection). Seattle, WA: CreateSpace Independent Publishing Platform.

“We’re moving out to a new house in a new city tomorrow,” ...

Rona doesn't want to move to a new city, she feels lonely and misses all her friends. Fluffy, her magical cat takes her through a process where she embraces her new situation and thrives.

“Don’t cry, Rona,” Fluffy said. “Every ending is the beginning of something wonderful.”

“Rona was about to ask Fluffy what she meant but she forgot all about it when she found herself floating in mid-air...”

The magical process helps the child to overcome uncomfortable feelings and be happy again.

Sharmat, M. W. (1996). *Mitchell is moving*. New York, NY: Simon Spotlight.

After sixty years in the same old place, Mitchell the dinosaur decides it's time to move. His neighbor, Margo, dreams up ways of stopping him. But nothing can hold Mitchell back. Two weeks later, Mitchell's in a new home, but he's not as happy as he thought he'd be. Can he be missing his best friend?

Siegel, M. (2011). *Moving house*. New York, NY: Roaring Brook Press.

Comic- and picture-book star Mark Siegel has spun a delightful and compelling fantasy for young picture book readers, illustrated in a unique style that combines elements of traditional picture book, comic, and animation art.

The fog in Foggytown was so thick that people bumped into parking meters . . . and streetlamps . . . and each other! So Joey and Chloe's parents decide it's time to move. But Joey and Chloe love their house. And as it turns out, their house loves them . . . and has a very special and utterly fantastic way of taking matters into its own hands.

Viorst, J., & Cruz, R. (2012). *Alexander, who's not (do you hear me? I mean it!) going to move*.

New York, NY: Simon Spotlight.

Angry Alexander refuses to move away if it means having to leave his favorite friends and special places. He is *not* going to leave his best friend Paul. Or Rachel, the best babysitter in the world. Or the Baldwins, who have a terrific dog named Swoozie. Or Mr. and Mrs. Oberdorfer, who always give great treats on Halloween. Who cares if his father has a new job a thousand miles away? Alexander is not -- Do you hear him? He means it! -- going to move.

Plans for Dissemination/Results of Dissemination

This resource is available to everybody who has internet access. Individuals will be able to add comments, including lesson plans or ideas to the webpage; this will help to keep it current and accurate. The goal and hope for this website is that they will use it as a resource, but most importantly I hope that it will inspire educators to work more closely with students with high transiency.

Discussion

This website/curriculum project was developed to provide a supportive resource for teachers to help children adjust to social and emotional change as well as helping children develop a sense of place in their new community and school environment.

Derr (2002) said that “children’s lives are shaped by land, by family, by culture, and by community. The way these forces work together forms each child’s sense of place and place attachments” (p. 125). What Derr (2002) talked about is highlighted in my lesson plans. I tried to tie family with the scrapbook activity and with parent involvement in the classroom. I developed several lesson plans about community as well. Proshansky et al. (1983) talked about the fact that “other people are important in shaping the place-identity of the person.” (p. 60). Teachers are really important in a child’s life and they can help in shaping their place identity. In the study of Stites (2016), it was noted that teachers were not specific about how and when supports are needed for military children in the classroom. This curriculum project tries to expand the support for these students. There are not many effective ways for teachers to support military students or students with a high transiency rate (Horten, 2005). Building an effective way to help teachers was what this website/curriculum project aimed to do.

This curriculum project was just a glimpse of what can be done to support military students better. A qualitative study on the subject would be a crucial step for the research done on military families. A qualitative study done on military children that are in school would be important as well to learn more about their connection to place and how military life affects these connections. It would be interesting to conduct a study where the researcher observes students (military or with a high transiency rate) in a classroom where the lessons from my website are taught. It would be even more interesting to see how they react to it and the impact it has on these students.

Reflections on the Process/Product and Application/Dissemination

This project was conducted to create resources for educators and teachers who have military students coming in their classroom at any time during the year. The website created reflects research and resources that were modified to accommodate the targeted student population. From the feedback I have received for the website, teachers and educators were pleasantly surprised and realized that it was also applicable to students other than military students. In fact, the lessons were created broadly enough to not only help military students coming in the classroom, but students with a high transiency rate, too.

In doing this project and creating more resources for the education world, I hope that it encourages others to contribute to this website and continue to improve the resources available. Resources for military or high transiency students are not always easy to find because of the complexity to implement lessons for these students. This is a project that is important to me because I am a teacher and part of a military family and I understand how difficult it is as a teacher to help new students getting familiar to their new environment.

From the process of doing a curriculum project, I learned that it takes a lot of time and that feedback from multiple people, including other teacher and professors, is crucial in finishing. This project will also affect me as a teacher because I will be more aware and attentive to the needs of students who move frequently. I learned that building students' sense of place, particularly when they are new to an environment, helps them in their daily life and they might feel more comfortable with the idea of being in a new place.

Finally, I learned that being a researcher is difficult and I do not particularly enjoy researching. The dreadful part for me is always going to be when I must search to create my literature review, and write it all down. However, I loved creating my website and I am excited that it might impact teachers and educators in their classroom.

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